

Syllabus Part II

EDISON STATE COMMUNITY COLLEGE

Education-226S-801FS: Educational Psychology

3 CREDIT HOURS

Course Information

Term: Fall 2026-2027

Asynchronous Online

Instructor: Scott Bloom

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Qualifications:

- **The College of Wooster, BA, Biology, 1994**
- **The University of Dayton, M.S.Ed, 2003**
- **Ohio Principal Licensure**
- **Ohio Superintendent Licensure**

Office Hours:

My Zoom Office is open to you by appointment. Please contact me via email to schedule office hours.

My Zoom Address: <https://us02web.zoom.us/j/9364661470>

Asynchronous Online Class:

Students do not “attend” class at a set time, but rather, access pre-recorded lectures and digital curriculum materials and respond through email, discussion boards, social networking, and collaborative documents at a time of their own choosing

Required Course Text:

Psychology Applied to Teaching, 14th Edition by Jack Snowman and Rick McCrown

Course Description

This is a survey course to prepare all educators to teach diverse learners, including those with exceptionalities. It covers developmental characteristics, assessment methods, intervention strategies, and ethical principles for students in education and community settings.

Assignment Outline

Week/Date	Topics & Activities
1 8/24/26-8/30/26 Chapter 1	<i>Applying Psychology to Teaching</i> • Project 1: Word Cloud • Discussion Board: What Works Clearinghouse Exploration • Discussion Board: What Makes a Good Teacher? • MindTap Quiz Chapters 1 and 2
2 8/31/26-9/6/26 Chapter 2	<i>Theories of Psychosocial and Cognitive Development</i> • Project 2: Parent Handout • Discussion Board: Piaget's Theory • Discussion Board: Building a Culture of Kindness • MindTap Quiz: Chapter 3
3 9/7/26-9/13/26 Chapter 3	<i>Age-Level Characteristics</i> • Project 3: Virtual Observation #1 • Discussion Board: Video Discussion: I Hate You I Love You • Discussion Board: Games for Children • Activity: Keys of Development • MindTap Quiz: Chapter 4
4 29/14/26-9/20/26 Chapter 4	<i>Understanding Student Differences</i> • Project 4: Choice Board • Observation #1 Due • Discussion Board: Cognitive Style and You • Discussion Board: Observation #1 Discussion • Discussion Board: IQ and Aptitude Tests • MindTap Quiz: Chapter 5
5 9/21/26-9/27/26 Chapter 5	<i>Addressing Cultural and Socioeconomic Diversity</i> • Project 5: Cultural Diversity Event • Discussion Board: Cultural Scavenger Hunt • Discussion Board: Different Kinds of Minds with Dr. Temple Grandin • MindTap Quiz: Chapter 6
6 9/28/26-10/4/26 Chapter 6	<i>Accommodating Student Variability</i> • Project 6: Research Project- Exceptional Learners • Discussion Board: Student Variability • Discussion Board: IDEA • Discussion Board: Assistive Technology for Students with Learning Disabilities • MindTap Quiz: Chapter 7

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7 10/5/26-10/11/26 Chapter 7	<i>Behavioral Learning Theory: Operant Conditioning</i> • Project 7: Classroom Behavior Plan • Discussion Board: Classical Operant Conditioning in TV and Movies • MindTap Quiz: Chapter 8
8 10/12/26-10/18/26 Chapter 8	<i>Information-Processing Theory</i> • Project 3: Virtual Observation #2 • Discussion Board: Information Processing • MindTap Quiz: Chapter 9 MIDTERM (Chapters 1-7)
Week/Date	Topics & Activities
9 10/19/26-10/25/26 Chapter 9	<i>Social Cognitive Theory</i> • Project 8: Memory Strategy Plan • Discussion Board: Impact of Self-Efficacy • Discussion Board: Building Study Skills Implicitly • Observation #2 Due • MindTap Quiz: Chapter 10
10 10/26/26-11/1/26 Chapter 10	<i>Constructivist Learning Theory, Problem Solving and Transfer</i> • Project 9: Open-Ended Questioning • MindTap Quiz: Chapter 11
11 11/2/26-11/8/26 Chapter 11	<i>Motivation and Perceptions of Self</i> • Project 10: Five Technologies Presentation • Discussion Board: Motivation Mock Scenario • Discussion Board: Self-Perception • MindTap Quiz: Chapter 12
12 11/9/26-11/15/26 Chapter 12	<i>Classroom Management</i> • Project 11: Classroom Management Plan • MindTap Quiz: Chapter 13
13 11/16/26-11/22/26 Chapter 13	<i>Approaches to Instruction</i> • Project: Virtual Observation #3 • Discussion Board: Marzano Learning Objectives • Discussion Board: Ideal Cooperative Learning • MindTap Quizzes: Chapters 14 and 15
14 11/23/26-11/29/26 Chapter 14/15	<i>Assessing Student's Capabilities/Understanding Standardized Assessment</i> • Project 12: Lesson Plan • Discussion Board: Role of Assessments in Instruction • Discussion Board: Standardized Test Results • Observation #3 Due • MindTap Quiz: Chapter 16

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15 11/30/26-12/6/26 Chapter 16	<i>Learning from Teaching</i> • Portfolio 13: Educational Philosophy
16 12/7/26-12/12/26	FINAL EXAM (Chapters 8-15)

Project Assignment Descriptions

Project 1: Word Cloud

This is a self-reflective activity that will give you the opportunity to develop a deeper self-awareness as a professional.

Use a free word cloud generator of your choice to create a word cloud that displays your name and the qualities you feel you possess that would make you an effective teacher. Word Clouds (<https://www.wordclouds.com/>), ABCya Word Cloud (http://www.abcya.com/word_clouds.htm), and Word It Out (<https://worditout.com/>) are just a few examples of the free word generators available. Your word cloud must include:

- Your name
- At least 10 different qualities, characteristics, that you possess (may include more words or the same 10 words several separate times)

Save your word cloud as a pdf and be prepared to present it to the class on the discussion board on Blackboard.

Project 2: Parent Handout

Scenario:

You are a kindergarten (you can replace the school-age grade level of your choice) teacher. You encourage parents to drop by your classroom and observe whenever they can. Many parents take you up on this offer and spend about 2 hours each month in your classroom. After observing, the parents ask great questions about classroom activities, and, over time, you notice that certain questions are asked repeatedly. Some of the most frequently asked questions involve social interaction and children, such as, “I know it is important for my 5-year-old to play with other children, and I know it is important for her to interact with you, but could you explain to me the reasons why? Also, I notice you often encourage my child to sometimes play with children who are younger and to sometimes play with children who are older. Why?”

Create a one-page handout for parents on children’s social development. On the handout, include the following:

- 3 reasons why it is important for 5-year-old children to interact with one another
- 2 reasons why it is important for children to interact with the teacher

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- 2 reasons why it is important for children of different ages to play together

In addition to including the information listed above, your handout should be:

Creative

- Engaging
- Parent-friendly
- Appropriate for your chosen grade level
- Free of spelling and grammatical errors

See the sample handouts for inspiration.

Save your handout as a pdf and upload it to the discussion board for class feedback.

Project 3: Virtual Classroom Observations (due Week 4, Week 9, and Week 14)

We will conduct three virtual classroom observations. The instructor will provide specific links for each observation. Students will focus on specific components during the observation and report their findings.

Project 4: ChoiceBoard

Scenario:

As a teacher, you know that students learn in many ways. Nowhere is this idea more evident than when you have your students respond to stories or books you read aloud. You notice that when you ask for an oral response, the same linguistically inclined students respond. From what you know about Howard Gardner's theory of multiple intelligences, you recognize that you should be more creative about the options for response to stories or books and decide to focus on creating a choice board to accommodate a variety of intelligences. Since you know that carefully chosen technology can help different students learn, you decide to add a technological element as well.

Pick a book that is suitable for your chosen grade level and create a choice board that includes response activities that will follow your read-aloud. Each square should contain an activity that is related to one of the following:

- Logical-mathematical
- Linguistic
- Musical
- Spatial
- Bodily-kinesthetic
- Interpersonal
- Intrapersonal
- Naturalist
- Technology

List your book with your choice board.

Project 5: Cultural Diversity Event

To instruct your students effectively, it is critical to understand their backgrounds.

For this assignment, you will be planning an event that celebrates cultural diversity within your school. Use the Event Planning Template provided as your guide. You will need to include the following within your plan:

- Name of the event
- Date of the event
- Time of the event (What time will your event take place? How long will it last?)
- Place of the event (Will the event take place in the school cafeteria or gymnasium, or will the students and their families travel from classroom to classroom?)
- Food for the event
- Music for the event
- Informative displays (You will have two tables available to display items that describe the culture and its history. What items will be displayed on these tables? Why?)
- Guest reader (List at least two books that will be read during the event. Provide a brief description for each book.)
- Performers (Who will you ask to entertain the students and their families? What will they be doing?)
- Community Resources (What will you ask the community to donate or do?)
- Event activities (Come up with at least four additional content-related activities that students and family members can participate in.)
- Communication (How will you let families know about the event. Will you send an email, create a flyer, send out invitations, etc.? Provide a sample along with your plan.)
- Event map (Create a basic map of the event set up.)

Provide specific details and explanations within your

planning

Project 6: Research Project:

Educational Psychology focuses on research in the classroom. As a teacher, you will be working with learners with exceptional skills in some capacity.

For this project, you will conduct research on a chosen topic related to learners with exceptionalities. You will present your findings. The following must be addressed in your presentation:

- Name and definition of exceptionality
- Identifying learners with this exceptionality (eligibility requirements)

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- Characteristics of learners with this exceptionality
- Plausible causes of the exceptionality and other relevant information
- Role of the teacher and research-based instruction

Choose a topic to research from the following list:

- Learning Disabilities (e.g., Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Dyslexia)
- Speech or Language Impairments
- Intellectual Disabilities
- Emotional and Behavioral Disorders
- Hearing Impairments
- Orthopedic Impairments
- Other Health Impairments
- Visual Impairments
- Multiple Disabilities
- autism spectrum disorder
- Traumatic Brain Injury
- Developmental Delay
- Gifted and Talented

Create a handout that outlines the information you will be presenting and upload it as a pdf with your presentation.

You will need to incorporate at least one form of media into your presentation. You may want to consider using one of the following:

*PowerPoint *Sway *Google Slides

Project 7: Classroom Behavior Plan

When a student consistently displays undesirable behavior in the classroom (e.g., blurts out answers or comments in class), it may be necessary to institute a classroom behavior plan to help the student access daily instruction without the impact of his/her undesirable behaviors.

Based on the student information provided and what you have learned about the basic principles of operant conditioning, you will complete a classroom behavior plan. A template for this plan has been provided. You will need to include the following within your plan:

- Student Information
- Problem Behavior
- Replacement Behavior
- Methods of Teaching Replacement Behavior
- Accommodations
- Method of Measuring Progress
- Positive Reinforcement
- Negative Reinforcement

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- Presentation Punishment
- Removal Punishment
- Extinction

Project 8: Memory Strategy Plan

Students forget things that were never learned in the first place. To increase the retention of information, they can be taught to use different memory strategies in the classroom. Choose one memory strategy from the list below:

- Advance organizers
- Analogies
- Concept mapping (mind mapping)
- Elaboration
- Enactment
- Imagery
- Initial-letter strategy
- Keyword method
- Loci method
- Peg word method
- Rehearsal

Using the memory strategy, you have chosen, develop a plan to “teach” the grocery list below to a small group of your peers:

Flour	Orange juice	Pepper	Mustard
Soda	Parsley	Cake	Butter
Relish	Mayonnaise	Oregano	Canned tomatoes
Potatoes	Milk	Eggs	Syrup
Hamburger	Hot dogs	Lettuce	Onions
Tomato paste	Apples	Spaghetti	Buns

Use the provided template to include the following information in your plan:

- Name of memory strategy
- Brief description of memory strategy
- Step by step instructions that describe how you will “teach” the grocery list (be specific)

Project 9: Open-ended Questions

Constructivism is “the view that meaningful learning is the active creation of knowledge structures rather than a mere transferring of objective knowledge from one person to another.” When teaching using a constructivist approach, it is important to ask open-ended questions to encourage critical thinking and inquiry. It is also important for your students to learn how to ask each other meaningful questions.

See below for an example of an open-ended and closed-ended question for kindergarten students about living things.

Open-ended Question: *How do you know frogs are living things?*

Close-ended Question: *Are frogs living things?*

For this assignment, you will generate 10 open-ended questions to encourage critical thinking and inquiry. The questions will be based on the grade level and the topic of your choice.

Project 10: Five Technologies

22nd century learners have grown up with technology; it is what they know. Technology integration can make lessons more meaningful for students and allow them to become active in their own learning. In turn, students become more motivated to learn.

After selecting a random topic from many, you will identify five different online technologies that can be used to help increase intrinsic motivation for the learning of that topic. The following list will provide you with a sample of technologies that can be chosen for this assignment:

- Video clips
- Simulations

Interactive games

- Podcasts
- Digital books
- Digital posters
- Wikis
- Online dictionaries
- WebQuests
- Others (the possibilities are endless)

Once you have chosen five technologies that support learning your topic, you will create a five-slide Power Point or Google Slides presentation highlighting those five technologies. On each slide you will need to include the following:

- Name of the technology

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- Web address for the technology you have chosen
- Screenshot of an image that correlates with the technology
- Brief description of the technology
- Brief explanation of how you would use the technology within the classroom
- Brief explanation of why the technology would motivate students (determine whether the motivation source is extrinsic, intrinsic, or both)

Project 11: Classroom Management Plan

Use the template provided to create a classroom management plan for the grade level of your choice. The following information must be provided to complete your plan:

- Grade level
- Personal theory regarding classroom management
- 2-3 examples of an effective learning environment
- 2-3 examples that display an effective use of instructional time in the classroom
- 3-5 classroom rules
- 3-5 classroom routines and procedures (e.g., How will students enter the classroom?)
- 2-3 strategies that can be used to prevent misbehavior
- 2-3 strategies that can be used to manage routine misbehavior
- 2-3 examples of applied behavior analysis programs that can be used for persistent behavior problems
- 2-3 examples of how parents should be involved in classroom management

Project 12: Lesson Plan

Direct instruction is the explicit teaching of information or skills to reach a clearly defined set of objectives. This teacher-centered instructional approach can effectively and efficiently help learners understand and use new concepts and skills.

Use the template provided to create a direct instruction lesson plan for the content area, grade level, and topic of your choice. Your lesson plan must include the following information (see p.

161 in text for explanations):

- Content area, grade level, and topic
- Ohio Department of Education standards
- Learning objective(s) and lesson opener
- Prerequisites
- New material
- Learning probes
- Independent practice
- Assessment
- Distributed practice and review

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Project 13: Educational Philosophy

Write a one-to-page paper explaining your philosophy of education. Include your views regarding educational psychology and its integration in prek-12 classrooms (see assignment sheet for more details)

EDUCATION POLICY STATEMENTS:

Assignments

You are required to do a new assignment for each assignment given. You may not use the same assignment for two different classes in the same semester or in different semesters (except your Philosophy of Education which will be continuously revised). If it is discovered that you have used the same assignment in two different classes, you will be given a “0” for the second assignment. All assignments must be typed with one-inch margins and a 12-point professional font such as Times New Roman.

The first page of all your typed assignments should include the following information in the upper left-hand corner:

Your Name

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Name of Assignment

Due Date

Academic Alert

In order to support your success, the instructor of this course may contact your career pathways advisor regarding your attendance and academic performance. This academic alert may be initiated at designated times during the first half of the term or at any time your success is in jeopardy. If you find yourself struggling for any reason, please contact your instructor or advisor for support.

Academic Dishonesty

Academic dishonesty will not be tolerated (refer to the Academic Honesty Policy – Statement and Definition). All assignments must be your own work or referenced material. All assignments must include proper in-text citations and a reference page. Material submitted that is not your own work or is not cited will receive a “0”. Plagiarism will be reported to the college. Filling out field/classroom observation forms without having visited a classroom falls under Academic Dishonesty as well and will result in a grade of “0”. Random phone calls are made by your instructor to the schools listed on your observation forms to ensure that classroom observations have taken place.

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Disability Statement

Edison State Community College will provide reasonable accommodation for students with documented disabilities. If you believe you may need accommodation based on the impact of a disability, contact the instructor privately with your self-identification letter.

If you do not have a self-identification letter, contact Accessibility and Disability Support Services by emailing accessibilitysupport@edisonohio.edu or by calling 937.381.1548. Accessibility and Disability Support Services is on the Piqua Campus in Room 160. For additional information, visit the Accessibility and Disability Services page.

Testing Your Faith Policy Act

Edison State Community College is committed to providing an environment respectful of students' beliefs. Students are permitted to be absent for up to 3 days each semester based on their faith, religion, or spiritual belief system with no academic penalty. Students must complete the Testing Your Faith Act Accommodations Form, <https://www.edisonohio.edu/services-support/registration-records>, located in "Forms" and provide a copy to their individual faculty within 14 days from the start of the course. The entire policy can be found in the student handbook at <https://www.edisonohio.edu/services-support/student-resources>.

Exams

Tests/exams will be given as specified in Part II of the syllabus. If you fail to complete a test or exam during the scheduled test/exam period, you will receive a grade of "0".

Faculty Initiated Withdraw

Class participation is key to academic success. Failure to attend class, to complete assignments, or engage in active learning with the instructor or other students negatively affects the student's learning and will be considered non-participation. If non-participation continues until the student is mathematically incapable of passing the course, the faculty will advise the student to withdraw. If the student fails to communicate with the faculty and does not voluntarily withdraw, Edison State Community College may administratively withdraw the student from the course, and a grade of UW may be given for the course.

Laptops and Electronic Media in Class

As this is an online course, the use of electronic media is expected and is part of the learning process. Students are encouraged to utilize Edison State Community College resources when completing assignments, submitting assignments, and completing course projects. It is best practice to utilize Microsoft 365 tools when working with assignment completion and submission.

Late Assignments

Meeting deadlines is an important part of your professionalism. For that reason, timely submission of

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assignments is strongly encouraged. However, it is understood that sometimes things happen beyond our control, **therefore late assignments will be accepted within the first 24 hours of the due date with no penalty. After 24 hours, late submissions will be accepted with a 20% penalty assessed for each day after the assignment is late.** If you find yourself in a challenging health situation and need to make a completion plan, please see me. I am more than willing to work with you to help you be successful!

Learning Lab

You are encouraged to utilize the Learning Lab as needed for individual progress. All students enrolled at Edison State are eligible to receive FREE learning assistance services, including tutoring and the use of the learning lab.

Participation

Participation in an online course is expected and part of the course assessment. Course discussion boards are utilized to promote participation and dialogue between colleagues in the course.

You may locate Edison's college-wide policies electronically at <https://www.edisonohio.edu/>

Grade Computation will be based upon the following:

Week Due	Assignment	Points
1		
2	P1: Word Cloud	25
3	P2: Parent Handout	25
4	P3: Observation #1	50
5	P4: Choice Board	25
6	P5: Cultural Diversity Event	50
7	P6: Research Project (Small group)	50
8	P7: Classroom Behavior Plan	25
8	Midterm	100
9	P3 Observation #2	50
10	P8: Memory Strategy Plan	25
11	P9: Open-ended Questions	25
12	P10: Five Technologies	25
13	P11: Classroom Management Plan	40
14	P3 Observation #3	50
15	P12: Lesson Plan	25
16	Final Exam	100
1-14	MindTap Quiz for each chapter in text	240

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1-16	Participation- Discussion Board	520
	Total Points	1550

Education Department Grading Scale:

93-100% =A

85-92%= B

75-84%= C

65-74%= D

64% or less of total points=F

Revised

08/09/2026